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IMPACT OF SOCIO ECONOMIC CHARACTERISTICS ON EMOTIONAL MATURITY AMONG SCHOOL CHILDREN

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ABSTRACT

Emotional maturity is the ability to bear tension. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully. It refers to the ability to perceive, control, and evaluate emotions. A child who is emotionally stable will have good quality of life and adjustment with others. The objective of the study was to assess and compare the impact of socioeconomic characteristics on emotional maturity, selected dimension of emotional maturity among school



children. A questionnaire was developed by the investigator for the purpose of studying the emotional maturity among school children in the dimensions of ability to deal, adapt to change, freedom from symptoms of tensions, satisfaction in giving, relate to others, to sublimate and capacity to love. The sample comprised of 300 school children out of which 150 were boys and 150 were girls, between the age range of 10-13 years who were studying in middle school. The statistical analysis was carried out by applying percentages, mean, standard deviation and chi square. The findings of the study revealed that there is an association between the age group, gender and type of family on different level of emotional maturity among children. Whereas ordinal position showed non significant association on different level of emotional maturity among gender. Higher mean percentage score was found in the dimension of satisfaction in giving, adopt to change, ability to deal and in capacity to love. Whereas moderate mean score percentage was found in the dimension of freedom from symptoms of tension, relate to others and capacity to sublimate. A well planned educational programme on emotional maturity will help the child to improve the quality of life and adjust to the various situations in life which is the need of the hour.

KEYWORDS- Emotional maturity, family, school children.

INTRODUCTION :

Emotional maturity is an expression of emotion that is constructive and interactive. Individuals who have reached emotional maturity is characterized by the presence in the ability to control emotions, to think

realistically, understand themselves and be able to show emotion when and where appropriate. It is an aspect that is very close to the personality. Personality is what will shape the individual brought in daily life for themselves and their environment. A person can be said to have matured emotionally when they have been able to think objectively.

An emotionally mature person has experienced the spectrum of emotions, understands the consequences of each and knows the benefits of being in control of them. Most importantly, an emotionally mature person knows what kind of things sets off different emotions in them, and they know how to identify each emotion clearly. They don't fall into a panic trying to determine what they feel and how they should react, manage themselves accordingly.

Emotions are the complex state of mind. These are not the feelings or state of mind but also refer to how people act and react. A person is said to be emotionally mature when he feels proper emotion in a proper situation and expresses it in a proper quantity. Therefore it is all about Self Control after attaining emotional maturity a person is able to demonstrate a well-balanced emotional behavior in his day to day life. A person may be said to be emotionally matured if he has in his possession almost all types of emotions - positive or negative and is able to express them at appropriate time in an appropriate degree. Emotional Maturity is degree to which the person has realized his potential for richness of living and has developed the capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole hearted sorrow when an occasion of grief arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage.

Emotional maturity is influenced by several factors, both internal (from within oneself) or external factors (outside of yourself), which include: A good adjustment, the ability to function as a human being can depend on oneself, must be developed gradually and continuously with age and maturity. Each person in his life always changes continuously therefore needed the ability to adapt to the environment around it and Social atmosphere, the family environment and the communities related to the socialization processes that can shape a person into a mature private. These factors will influence the individual to express his emotions in daily behavior.

Life is a mixture of necessity, freedom, chance and choice. The modern civilization with all its advancements and competitions has made the life more complex. No two individuals are alike. Some adapt themselves to new situations easily, while others face difficulties. Emotions directly affect our lives. An individual either male or female he has to play several roles in his life. If he is emotionally immature and is not satisfied with his life or does not have high self esteem, he may be victim of so many problems which affects the quality of life. Hence, an attempt was made to study the impact of socioeconomic characteristics on emotional maturity among school children.

METHODOLOGY

Objectives:

1. To study the influence of age, gender, type of family, ordinal position in the family on emotional maturity of school children.
2. To study the significant difference in emotional maturity among school children in the dimensions of;
 1. Ability to deal constructively with reality
 2. Capacity to adapt to change
 3. Relative freedom from symptoms that are produced by tensions and anxieties
 4. Capacity to find more satisfaction in giving than receiving
 5. Capacity to relate to other people in a consistent manner with mutual satisfaction and helpfulness
 6. Capacity to sublimate, to direct one's instinctive hostile energy into creative and constructive outlets
 7. Capacity to love

Hypothesis:

1. There exists an association between age, gender, type of family, ordinal position in the family on emotional

maturity of school children.

2. There exists a significant difference in emotional maturity among school children in the seven dimensions classified for the study.

SELECTION OF SAMPLE AND SAMPLING TECHNIQUE:

- Random sampling technique was adopted. A total number of 300 children of which 150 were boys and 150 were girls constituted the sample.
- The children between the age group of 10-13 years studying in 5th 6th and 7th standard were selected for the study.

The samples were drawn from the two following government school at Urban Bangalore District: Government Primary School (BBMP), Gandhinagar and KECS School Seshadripuram.

Tool: A questionnaire was developed by the investigator for the purpose of studying development of emotional maturity in the seven dimensions for school children.

The questionnaire consisted of Part A and Part B i.e. demographic data and specific data. The Part A consisted of basic data with regard to age, gender, ordinal position, type of family. The specific data contains sixty nine statements both positive and negative items with 5 point rating scale.

Procedure:

The aim and purpose of the study was explained to the administrators of the school and an official permission was taken to collect the data from the children for the research work. Rapport was built with respondents then the questionnaire was administered to the respondents with a request to answer. The fully filled questionnaire was collected.

RESULTS AND DISCUSSION

The data collected from the respondents was tabulated and statistically analyzed by applying percentage, mean, standard deviation, and chi square.

TABLE – 1
ASSOCIATION OF AGE GROUP ON EMOTIONAL MATURITY LEVEL AMONG RESPONDENTS

Age	Sample	Emotional maturity Level						Value
		Low		Moderate		High		
		N	%	N	%	N	%	
10-11 yrs	154	60	39.00	58	37.60	36	23.40	7.83*
12-13yrs	146	37	25.40	58	39.70	51	34.90	
Combined	300	97	32.30	116	38.70	87	29.00	

* Significant at 5% Level,

NS: Non-significant

It is opined from table -1 that, 39 per cent of respondents belong to 10-11 years of age group had low level of emotional maturity as compared to 12-13 years of age group of respondents (25.40%). With regard to moderate level of emotional maturity 39.70 per cent of respondents belongs to 12-13 years of age group had medium level of emotional maturity as compared to 10-11 years of age group of respondents (37.60%). In case of high level of emotional maturity 34.90 per cent of respondents belong to 12-13 years of age group had high level of emotional maturity as compared to 10-11 years of age group of respondents (23.40%).

On statistical analysis it is found to be positive and significant association with age on emotional maturity of respondents there by accepting the hypothesis set for the study. The association between age on emotional maturity was found to be positively significant at 5% level. The results supports the findings of the study conducted by Sharma.D (2013), revealed that age of the children showed positive relationship with emotional maturity.

TABLE – 2
ASSOCIATION OF GENDER ON EMOTIONAL MATURITY LEVEL AMONG RESPONDENTS

Category	Sample	Emotional maturity Level						² Value
		Low		Moderate		High		
		N	%	N	%	N	%	
Boys	150	43	28.70	69	46.00	38	25.30	6.81*
Girls	150	54	36.00	47	31.30	49	32.70	
Combined	300	97	32.30	116	38.70	87	29.00	

* Significant at 5% Level,

NS: Non-significant

It is inferred from the above table -2 that, majority of boys (46%) had moderate level of emotional maturity, 28.70 per cent of them had low level and 25.30 per cent of them showed high level of emotional maturity. In case of girls higher percentage (36%) of them had low level of emotional maturity followed by 32.70 per cent of them had high level and 31.30 per cent of them had moderate level of emotional maturity.

Hence, statistical analysis found to be positive and significant association with gender on emotional maturity of respondents by accepting the hypothesis postulated for the study. The results supports the findings of the study conducted by, Kaur, S. (2000) which showed the significant difference between the gender on emotionally maturity.

TABLE – 3
ASSOCIATION OF TYPE OF FAMILY ON EMOTIONAL MATURITY LEVEL AMONG RESPONDENTS

Category	Sample	Emotional maturity Level						² Value
		Low		Moderate		High		
		N	%	N	%	N	%	
Nuclear	216	62	28.70	82	38.00	72	33.30	8.24*
Joint	84	35	41.70	34	40.47	15	17.85	
Combined	300	97	32.30	116	38.70	87	29.00	

* Significant at 5% Level,

NS: Non-significant

It is observed from table -3 that, majority of respondents (38%) belongs to nuclear family had moderate level followed by 33.30 per cent of them had high level and 28.70 per cent of them had low level of emotional maturity. With regard to joint family, higher percentage of (41.70%) respondents had low level followed by 40.47 per cent of them had moderate level and only 17.85 per cent of them had high level of emotional maturity.

On statistical analysis it is found to be positive and significant association with type of family on emotional maturity of respondents there by accepting the hypothesis set for the study. The association between age on emotional maturity was found to be positively significant at 5% level. The results supports the findings of the study conducted by Sharma.D (2013), revealed that type of family showed positive relationship with emotional maturity.

TABLE – 4
ASSOCIATION OF ORDINAL POSITION ON EMOTIONAL MATURITY LEVEL AMONG RESPONDENTS

Category	Sample	Emotional maturity Level						² Value
		Low		Moderate		High		
		N	%	N	%	N	%	
1st Born	117	34	29.10	52	44.40	31	26.50	6.77 ^{NS}
2nd Born	117	37	31.60	44	37.60	36	30.80	
3rd Born	35	11	31.40	11	31.40	13	37.20	
4th Born	31	15	48.40	9	29.00	7	22.60	
Combined	300	97	32.30	116	38.70	87	29.00	

* Significant at 5% Level,

NS: Non-significant

A cursory glance at the table- 4 shows the non significant association with ordinal position on emotional

maturity among respondents there by rejected the hypothesis postulated for the study. The study supports the findings of the study conducted by, Kanu Priya (2016), that birth order does not seem to play its significant role on emotional maturity.

TABLE – 5
DIMENSIONS WISE MEAN SCORES ON EMOTIONAL MATURITY AMONG RESPONDENTS

Dimensions	Statements	Max. Score	Scores			
			Mean	SD	Mean (%)	SD (%)
Ability to deal	15	45	29.42	4.8	65.40	10.60
Adapt to change	11	33	22.49	4.8	68.10	14.60
Freedom from symptoms of tensions	12	36	18.15	4.7	50.40	13.10
Satisfaction in giving	8	24	16.94	2.8	70.60	11.50
Relate to others	12	36	20.06	4.3	55.70	11.90
Capacity to sublimate	4	12	6.03	2.5	50.30	20.50
Capacity to love	7	28	13.27	3.1	63.20	15.00
Combined	69	207	126.37	17.3	61.00	8.40

Table-5 depicts the dimensions wise mean scores on emotional maturity among respondents. A cursory glance at the table shows that, higher mean score percentage was found in the dimension of satisfaction in giving (70.60), adopt to change (68.10), ability to deal (65.40) and capacity to love (63.20). Whereas moderate mean score percentage was found in the dimension of relate to others (55.70), capacity to sublimate (50.30) and freedom from symptoms of tension (50.40).

CONCLUSION

The findings of the study revealed that there is an association between the age group, gender and type of family on different level of emotional maturity among children. Whereas ordinal position has non significant association on different level of emotional maturity. Further the study revealed higher mean percentage score was found in the dimension of satisfaction in giving, adopt to change, ability to deal and in capacity to love. Whereas moderate mean score percentage was found in the dimension of freedom from symptoms of tension, relate to others and capacity to sublimate. A well planned educational programme on emotional maturity will help the child to improve the quality of life and adjust to the various situations in life which is the need of the hour.

Emotion plays a vital role in human life. No individual can personally and socially be well adjusted without being emotionally mature. Whatever the age level may be constructed us of emotions for purpose of life deepens undoubtedly upon emotional maturity. Emotional maturity by universal agreement is an essential ingredient of an educated and cultured person. It is therefore, very important that attempts should be made to discover the nature and extent of relationship between emotional maturity and the factor that influence it. The emotional maturity of an individual is greatly influenced by the family background and structure.

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